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ABSTRACT

Conducted by the University of Alabama Committee on Adult and Part-Time Students, the 1974-75 study is concerned with identifying characteristics of adult and part-time students at the University of Alabama and drawing inferences from these attributes. A random sample of 284 of 2,021 part-time students at the university was selected. Of the 179 students who had telephones, 70 were interviewed. The study revealed that most of the students responding to the survey were reasonably satisfied with the services and programs. However, needs were not being met entirely because of the lack of night-time and weekend classes, particularly of the core courses. The majority of the students were male with work and family obligations and in need of financial assistance. Over one-half of the students indicated that the university should provide some financial assistance. The survey indicated that counselors were not being used effectively by the adult and part-time students; therefore, counselors should be more visible and responsive to the unique needs of adult and part-time students. More than two-thirds of the document consists of tables indicating absolute and relative frequencies of related questionnaire items. A copy of the questionnaire is appended. (Author/EA)

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STUDIES OF THE ADULT LEARNER

by the

Institute of Higher Education Research and Services
The University of Alabama

Research Paper No. 3

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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A Survey of Adult and Part-time Students

at

The University of Alabama

by

Alice Jones
and
Thomas Diener

A Study Conducted by the
Institute of Higher Education Research and Services
The University of Alabama
University, Alabama 35486

Under the Auspices of the
University Committee on Adult and Part-time Students
The University of Alabama

Academic Year 1975-1976

TABLE OF CONTENTS

List of Tables	iii
Preface	v
Introduction	1
Purpose	2
Definitions	2
Procedure	2
Limitations	3
Attributes of Part-time Students	3
Analysis of Data and Inferences	8
Tables 1-21	11
Appendix A: Questionnaire for the study	
Appendix B: Abstract	

LIST OF TABLES

Table		Page
1	Sex Ratios of Adult and Part-time Students	11
2	Age Distribution of Adult and Part-time Students	12
3	Adult and Part-time Student Enrollment in Degree Programs	13
4	UA Enrollment by School of Adult and Part-time Students	14
5	Year of First Enrollment of Adult and Part-time Students	15.
6	Expected Date of Graduation of Adult and Part-time Students	16
7	Evening or Weekend Courses Desired by Adult and Part-time Students	17
8	Adult and Part-time Students Enrolled in Special Programs or Taking a Reduced Class Load	18
9	Reasons Given by Adult and Part-time Students for Taking a Reduced Load or Special Program	19
10	Adults and Part-time Students Advised by UA Counselors	20
11	Experience of Adult and Part-time Students Who were Advised by UA Counselors	21
12	Adult and Part-time Students Who were Advised by Someone Other than UA Counselor	22
13	Experience of Adult and Part-time Students Who were Advised by Someone Other than UA Counselor	23
14	Opinions on Financial Aid to Adult and Part-time Students by The University	24
15	Reasons Why Adult and Part-time Students are Prevented from Completing Their Education	25
16	Problems Experienced by Adults and Part-time Students in Getting Admitted to The University of Alabama	26

Table		Page
17	Difficulties Encountered by Adult and Part-time Students in Getting Registered for a Class	27
18	Problems Encountered by Adult and Part-time Students in Registration	28
19	Treatment by University Officials of Adult and Part-time Students	29
20	UA Treatment of Adult and Part-time Students	30
21	Ranking of Three Most Beneficial Aspects of Attending The University of Alabama by Adult and Part-time Students	31

PREFACE

This study of current adult and part-time students at The University of Alabama identifies and presents data with which this institution can plan programs, services, and activities to meet the needs of this selected population.

This is but one of a number of studies undertaken by the staff of the Institute of Higher Education Research and Services (IHERS) to ascertain the diversity of educational needs of adults in the West Alabama area.

The Institute of Higher Education Research and Services is pleased to acknowledge the assistance of Dr. Albert E. Drake, Professor of Statistics, The University of Alabama, who dedicated many hours to computer operations and data interpretation in preparing this document.

This inquiry and report are supported, in part, by funds granted the Institute by the Carnegie Corporation of New York. This assistance is gratefully acknowledged; it does not imply direct endorsement by the Corporation of the methods employed, data presented, or conclusions reached.

Winter, 1975

Alice Jones
Thomas Diener
University, Alabama

INTRODUCTION

According to a study by Nolfi and Nelson, adults in the U. S. are rapidly becoming aware of the need for life-long learning.[1] Thus, many adults in recent years have sought a variety of ways to pursue their education.

The University of Alabama is keenly interested in the needs and interests of its adult and part-time student populations and those who may become students in the future. At the request of President David Mathews, the Institute of Higher Education Research and Services was asked to undertake this study under the general guidance and with the support of the University Committee on Adult and Part-time Students.

This study is directed toward the adult and part-time students at The University of Alabama; it is but one component of a series of studies of the adult and part-time student population of the entire Tuscaloosa Community. The objectives of this series are:

> To gather and analyze data pertaining to current and potential part-time and adult students in the Greater Tuscaloosa Area (Tuscaloosa County).
>
> To develop an up-dated profile of characteristics of part-time and adult students currently enrolled at The University of Alabama.
>
> To gather and analyze data pertaining to special groups of part-time and adult students (e.g., the aged and aging, women, support staff at The University of Alabama) that reside in or near the Tuscaloosa vincinity in order to plan programs, activities and services that will meet their specific educational needs.

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[1] George J. Nolfi and Valeri I. Nelson, "Strengthening The Alternative Postsecondary Education System: Continuing and Part-time Study in Massachusetts," Volume I--Summary and Recommendations, University Consultants, Inc. September 19, 1973, p.6.

PURPOSE

The purpose of this study is to identify characteristics of part-time and adult students at The University of Alabama and draw inferences from these attributes.

DEFINITIONS

Part-time students are defined as: (1) students enrolled in an undergraduate program taking eleven (11) credit hours or less during a regular semester; (2) graduate students taking eight (8) credit hours or less during a regular semester.

PROCEDURE

The time and funds available for this study dictated that a telephone survey of part-time students should be made. No other alternative appeared feasible.

A systematic random sample of 284 of 2021[2] part-time students at The University was selected. Of these 284 students, one hundred seventy-nine (179) had telephones and were candidates for inclusion in the survey while one hundred five (105) had no telephones and could not be included in the survey. Of the 179 who had telephones, two (2) students were not eligible for classification as part-time students; five (5) did not want to participate, thirty-three (33) were out of town, twenty-eight (28) phones were disconnected, twenty-five (25) numbers were wrong and

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[2]Registrar, University of Alabama, "Fall 1974 Enrollment of Part-time Students."

sixteen (16) did not answer. Therefore, of the one hundred seventy-nine (179) students who had telephones, seventy (70)[3] were interviewed.

LIMITATIONS

Time and fund limitations were such that only 70 of 284 randomly sampled part-time students were included in the study. To extrapolate these results to all part-time students would require the assumption that the nonrespondents were in fact like the respondents in attitudes and attributes. This assumption can be made if the reader is careful to remember that this sample size will give ninety percent (90%) confidence that errors in estimation are no larger than ten percent (10%).

ATTRIBUTES OF PART-TIME STUDENTS

Sex

Of the adult and part-time students who participated in the study, 57.1% were males, 41.4% were female while one(1) person did not respond. (See Table 1).

Age

The majority (71.4%) of the currently enrolled adult and part-time students were 20-30 years of age, while 21.4% were in the 30-40 year old category and the others (7.2%) were over 40 years of age (Table 2).

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[3] If we assume that people in the sample are random selections for the student population, we are 90% confident that the sample estimates are within 10% of the population parameters.

Degree Program

Eighty two percent (82.9%) of the students were enrolled in a degree program while 14.3% were not (Table 3).

School

The largest group (40%) of the part-time students in this study were enrolled in the School of Education, 21.4% in Arts and Sciences, 15.7% in Commerce and Business and 11.4% in the School of Social Work while the rest of the students were scattered throughout The University in no appreciable grouping. The School of Education appears to have nearly twice as many part-time students as the next largest group and substantially more than others (Table 4).

Enrollment

The majority of part-time students (55.7%) were first enrolled in the 1972/73 and 1973/74 periods. A sizeable number (40%) were enrolled before 1972/73. Only 2.9% of the persons in this study enrolled in the last year 1974/75. (In this instance, the relatively small size of the survey sample may mislead the reader about the total part-time enrollment at The University of Alabama. According to the Registrar's Office, part-time student enrollment has actually shown a 19% increase over the past three (3) years.[4])

Graduation

About one-third (32.9%) of the enrolled adult and part-time students are expecting to graduate this year. Another third (31.4%) of the students

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[4]Registrar, The University of Alabama, "Fall 1974 Enrollment of Part-time Students."

expect to complete their degrees the next year, and most of the remaining students will complete their degrees the following year. All but five (5) people, who gave no answer, expect to complete their degree requirements (Table 6).

Evening and Weekend Courses

Fifty percent (50%) of the students surveyed indicated that evening or weekend classes would help them speed up their expected completion date (Table 7).

Class Load

The majority (84.3%) of the part-time students were taking a reduced class load which forced them to exceed the four (4) years for graduation. Reasons given for taking a part-time load were:

(a) 81.4% indicated work obligations
(b) 11.4% indicated family obligations
(c) 11.4% indicated financial obligations
(d) 2.9% to pace myself

Some indicated more than one of the above categories (Table 9).

Counselors

Only 15.7% of the students indicated they had met with a counselor whereas 82.9% said they had not. Those few students (11) who did use counselors had experiences that ranged from "very bad" to "very good" with five (5) of the eleven (11) indicating "good" or "very good" results, and four (4) "satisfactory" (Tables 10 and 11). However, 74.3% indicated they had been advised on classes by someone other than a university counselor, while 22.9% indicated that they had not been advised on classes (Table 12). Of those students having found advice, 38.9% rated it as "very well," 18.5% stated that they had been advised "well" and

11.1% indicated that their advice was "poor" or "very poor" (Table 13). It may be inferred that most students seek advice from someone other than official counselors and that this advice is satisfactory.

Financial Aid

Most of the students (82.9%) felt that there is a critical need for financial support for the adult and part-time student and a few (12.9%) indicated that there is not a need for financial support (Table 14).

Barriers Keeping Students from Continuing their Education

The following is a list of reasons students gave for being unable to pursue their education (Table 15):

(a) 50% indicated that courses are not scheduled when they could attend.

(b) 22.9% indicated that tuition cost was a factor.

(c) 12.9% indicated courses were not available.

(d) 11.4% stated that courses were not oriented toward their needs and interests.

(e) 5.7% gave other costs as being an important factor.

(f) 1.4% indicated transportation was a problem.

Admissions

Eighty percent (80%) of the adult and part-time students had no problems entering the University and 17.1% indicated that they had some difficulties (Table 16).

Registration

Registering for classes was of little difficulty for most students (71.4%) while 17.1% indicated that they had some problems (Table 17). Of those twelve (12) students who indicated some difficulty in registering

for classes, six (6) of the students indicated that this difficulty was due to courses not being scheduled when they could attend (Table 18). Seven (7) of the twelve (12) indicated too much red tape during enrollment (Table 18). Some of the students selected more than one reason for having difficulties.

Complaints and Treatment

In general, the majority (85.7%) of the adult and part-time students had no complaints about the way they have been treated. There were, however, 12.9% who had some complaints (Table 19.) Of the nine (9) who indicated a complaint, two (2) said instructors showed no interest in them, three (3) had no financial assistance and one (1) had some other reasons. No other answers were given (Table 20). In general, the vast majority of students felt they had received good treatment at The University of Alabama.

Rewards for Attending The University

The part-time students gave the following factors as the most beneficial rewards for attending The University of Alabama (Table 21):

(a) Acquisition of Knowledge" was ranked #1 by 38.6% of the part-time students, #2 by 17.1% and #3 by 20% of the students.

(b) "Furthering my education" ranked #1 by 25.7%, #2 by 24.3% and #3 by 15.7% of the students.

(c) "Up-grading skills" was ranked #1 by 18.6%, #2 by 28.6% and #3 by 18.6% of the students.

(d) Only 8.6% ranked "Meeting new people" #1, 5.2% ranked it #2, and 12.9% ranked it #3.

(e) Instructors were ranked #1 as being most beneficial to the students only 5.7% of the time, #2 by 12.9% and #3 by 15.7% of the students.

(f) At the bottom of the list, the "learning environment" was ranked #1 by 2.9%, #2 by 7.1% and #3 by 12.9% of the students.

Cross-Tabulation Results

Opinions and attributes of adult and part-time students are not related to the sex of the respondent. No significant differences by sex of the respondent were found. The only possible exception was the ranking of the most beneficial thing about their attendance at Alabama. Females tended to rate acquistion of knowledge slightly higher than males.

In addition, students exhibited somewhat the same profile by age classification. There is no relationship between any of the answers to the questions and the age of part-time students. The answers were essentially the same regardless of age. No other classification criterion was examined.

ANALYSIS OF DATA AND INFERENCES

The work obligation was by far the most important reason for being a part-time student. (Most of the adult and part-time students are apparently working their way through college.)

Counselors were used very little by the adult and part-time students. However, those who did use the counselors indicated that they were sometimes helpful. Most students (74.3%) did seek advice on classes from someone other than official counselors. Over 88% of those students were satisfied with this advice.

Scheduling of courses seems to be the most important factor inhibiting part-time students from completing their program (50%), with tuition costs cited as the second most important factor (23%).

Some improvement in scheduling appears to be needed to assist these students in completing their education. Night-time scheduling of core courses was the most frequently cited need. No other factor appeared to be significantly inhibiting part-time students in completing their programs.

A few students indicated some difficulty in registering for classes--that likely is attributable to work obligations and the scheduling of courses.

In general, adult and part-time students had no great dissatisfaction about the way they have been treated.

"Acquisition of knowledge" and being able to "further my education" were the most beneficial factors of adult and part-time student study at The University of Alabama. "Upgrading skills" was a close third. "Instructors," "meeting new people," and a "learning environment" were not highly ranked as beneficial factors. (Possibly student/teacher interaction at a major university is not taking place because of size of classes, the impersonal relationships of a large university, or a lack of mutual interests.)

Inferences

1. Most adult and part-time students are reasonably satisfied with the services and programs at The University of Alabama.

2. The needs of the currently enrolled adult and part-time students are not being met entirely because there is a lack of night-time and weekend classes--particularly of the core courses.

3. Typical adult and part-time students attend The University over a span of time exceeding four (4) years.

4. The majority of the part-time students are males with work and family obligations and in need of financial assistance. Over one-half of the students indicated that The University should provide some financial assistance to them.

5. Counselors are not being effectively used by the adult and part-time students. Yet, most students do seek advice from someone; hence a need exists to make the counselors more visible.

6. Most adult and part-time students plan to complete their degree. The period of time to completion, however, is longer than four years.

Table 1

Sex Ratios of Adult and Part-time Students

Sex	Absolute Frequency	Relative Frequency (Percent)
Male	40	57.1
Female	29	41.4
No Answer	1	1.4
TOTAL	70	100.0

Table 2

Age Distribution of Adult and Part-Time Students

Age	Absolute Frequency	Relative Frequency (Percent)
20-30	50	71.4
30-40	15	21.4
40-50	2	2.9
50-60	3	4.3
TOTAL	70	100.0

Table 3

Adult and Part-time Student Enrollment in Degree Programs

Enrolled in Degree Program	Absolute Frequency	Relative Frequency (Percent)
Yes	58	82.9
No	10	14.3
No Answer	2	2.9
TOTAL	70	100.0

Table 4

UA Enrollment by School of Adult and Part-time Students

School	Absolute Frequency	Relative Frequency (Percent)
A & S	15	21.4
Education	28	40.0
New College	2	2.9
Engineering	2	2.9
Law	0	0.0
Home Economics	1	1.4
C & BA	11	15.7
Social Work	8	11.4
Health Services	1	1.4
No Answer	2	2.8
TOTAL	70	100.0

Table 5

Year of First Enrollment of Adult and Part-time Students

Year First Enrolled	Absolute Frequency	Relative Frequency (Percent)
1965-66	1	1.4
1967-68	3	4.3
1968-69	2	2.9
1969-70	6	8.6
1970-71	8	11.4
1971-72	8	11.4
1972-73	13	18.6
1973-74	26	37.1
1974-75	2	2.9
No Answer	1	1.4
TOTAL	70	100.0

Table 6

Expected Date of Graduation of Adult and Part-time Students

Expected Graduation Date	Absolute Frequency	Relative Frequency (Percent)
1974-75	23	32.9
1975-76	11	15.7
1976-77	11	15.7
1977-78	13	18.6
1978-79	7	10.0
No Answer	5	7.1
TOTAL	70	100.0

Table 7

Evening or Weekend Courses Desired by Adult and Part-time Students

Evening or Weekend Courses	Absolute Frequency	Relative Frequency (Percent)
Yes	35	50.0
No	33	47.1
No Answer	2	2.9
TOTAL	70	100.0

Table 8

Adult and Part-time Students Enrolled in Special Programs or Taking a Reduced Class Load

Enrolled in a Special Program or Taking Reduced Class Load	Absolute Frequency	Relative Frequency (Percent)
Yes	59	84.3
No	11	15.7
No Answer	0	.0
TOTAL	70	100.0

Table 9

Reasons Given by Adult and Part-time Students for Taking a Reduced Load or Special Program

Reasons	Absolute Frequency	Relative Frequency (Percent)
Work		
Yes	57	81.4
No	13	18.6
No Answer	0	.0
TOTAL	70	100.0
Family Obligations		
Yes	8	11.4
No	62	88.6
No Answer	0	.0
TOTAL	70	100.0
Pace Myself		
Yes	2	2.9
No	68	97.1
No Answer	0	.0
TOTAL	70	100.0
Financial Obligations		
Yes	8	11.4
No	62	88.6
No Answer	0	.0
TOTAL	70	100.0

Table 10

Adults and Part-time Students Advised by UA Counselors

Advised by UA Counselor	Absolute Frequency	Relative Frequency (Percent)
Yes	11	15.7
No	58	82.9
No Answer	1	1.4
TOTAL	70	100.0

Table 11

Experience of Adult and Part-time Students

Who Were Advised by UA Counselors

Experience	Absolute Frequency	Relative Frequency (Percent)
Very Good	2	2.9
Good	3	4.3
Satisfactory	4	5.7
Bad	1	1.4
Very Bad	1	1.4
Not Applicable	58	82.9
No Answer	1	1.4
TOTAL	70	100.0

Table 12

Adult and Part-time Students Who Were Advised by Someone Other than UA Counselor

Advised by Someone	Absolute Frequency	Relative Frequency (Percent)
Yes	52	74.3
No	16	22.9
No Answer	2	2.9
TOTAL	70	100.0

Table 13

Experience of Adult and Part-time Students Who Were Advised by Someone Other than UA Counselor

Experience	Absolute Frequency	Relative Frequency (Percent)
Very Well	21	38.9
Well	10	18.5
Satisfactory	17	31.5
Poor	5	9.3
Very Poorly	1	1.8
TOTAL	54	100.0

Table 14

Opinions on Financial Aid to Adult and Part-time Students by The University

Need Aid?	Absolute Frequency	Relative Frequency (Percent)
Yes	58	82.9
No	9	12.9
No Answer	3	4.3
TOTAL	70	100.0

Table 15

Reasons Why Adult and Part-time Students are Prevented from Completing Their Education

Reasons	Absolute Frequency	Relative Frequency (Percent)
Course Orientation		
Yes	8	11.4
No	62	88.6
TOTAL	70	100.0
Scheduling Problems		
Yes	35	50.0
No	35	50.0
TOTAL	70	100.0
Transportation Problems		
Yes	1	1.4
No	69	98.6
TOTAL	70	100.0
Availability of Courses		
Yes	9	12.9
No	61	87.1
TOTAL	70	100.0
Tuition Costs		
Yes	16	22.9
No	54	77.1
TOTAL	70	100.0
Other		
Yes	4	5.7
No	66	94.3
TOTAL	70	100.0

Table 16

Problems Experienced by Adults and Part-time Students in Getting Admitted to The University of Alabama

Problems Experienced	Absolute Frequency	Relative Frequency (Percent)
Yes	12	17.1
No	56	80.0
No Answer	2	2.9
TOTAL	70	100.0

Table 17

Difficulties Encountered by Adult and Part-time Students in Getting Registered for a Class

Difficulties Encountered	Absolute Frequency	Relative Frequency (Percent)
Yes	12	17.1
No	50	71.4
No Answer	8	11.4
TOTAL	70	100.0

Table 18

Problems Encountered by Adult and Part-time Students in Registration

Problems	Absolute Frequency	Relative Frequency (Percent)
Course Schedule		
Yes	6	50.0
No	6	50.0
TOTAL	12	100.0
Red Tape		
Yes	7	53.8
No	6	46.2
TOTAL	13*	100.0

*One person answered this question who had expressed no difficulty in getting registered (Previous question Table 17).

Table 19

Treatment by University Officials of Adult and Part-time Students

Complaints	Absolute Frequency	Relative Frequency (Percent)
Yes	9	12.9
No	60	85.7
No Answer	1	1.4
TOTAL	70	100.0

Table 20

UA Treatment of Adult and Part-time Students

Problems Encountered	Absolute Frequency	Relative Frequency (Percent)
Instructor Interest		
Yes	2	22.2
No	7	77.8
TOTAL	9	100.0
Financial Assistance		
Yes	3	33.3
No	6	66.7
TOTAL	9	100.0
Other		
Yes	1	11.1
No	8	88.9
TOTAL	9	100.0

Table 21

Ranking of Three Most Beneficial Aspects of Attending
The University of Alabama by Adult and Part-time Students

Beneficial Aspects	Absolute Frequency	Relative Frequency (Percent)
Helpful Instructors		
Rank #1	4	5.7
Rank #2	9	12.9
Rank #3	11	15.7
No Answer	46	65.7
TOTAL	70	100.0
Learning Environment		
Rank #1	2	2.9
Rank #2	5	7.1
Rank #3	9	12.9
No Answer	54	77.1
TOTAL	70	100.0
Meeting New People		
Rank #1	6	8.6
Rank #2	4	5.7
Rank #3	9	12.9
No Answer	54	77.1
TOTAL	70	100.0

Table 21 Continued

Acquisition of Knowledge		
Rank #1	27	38.6
Rank #2	12	17.1
Rank #3	14	20.0
No Answer	17	24.3
TOTAL	70	100.0
Furthering Education		
Rank #1	18	25.7
Rank #2	17	24.3
Rank #3	11	15.7
No Answer	24	34.3
TOTAL	70	100.0
Upgrading Skills		
Rank #1	13	18.6
Rank #2	20	28.6
Rank #3	13	18.6
No Answer	24	34.3
TOTAL	70	100.0

Appendix A

The University of Alabama
Institute of Higher Education Research and Services
Survey of the Educational Needs of
Current Part-time Students

Interviewer's Name_____ Study #_____

Location of Interview_____ Interview #_____

	Answer Column	For Data Analysis Only
1. Sex		
1. Male	1. ____	
2. Female	2. ____	
2. What is your approximate age?		
1. 20 - 30	1. ____	
2. 30 - 40	2. ____	
3. 40 - 50	3. ____	
4. 50 - 60	4. ____	
5. Over 60	5. ____	
3. Are you enrolled in a degree program at The University of Alabama?		
1. Yes	1. ____	
2. No	2. ____	
4. If your answer to the above question is yes, specify which school:		
1. Arts and Sciences	1. ____	
2. Education	2. ____	
3. New College	3. ____	
4. Engineering	4. ____	
5. Law	5. ____	
6. Home Economics	6. ____	
7. Commerce and Business	7. ____	
8. Social Work	8. ____	
9. School of Communications .	9. ____	
10. Community Health Services . .	10. ____	

	Answer Column	For Data Analysis Only
5. What school term did you first enroll in as a part-time student?		
1. Before 1965-66	1. ____	
2. 1965-66	2. ____	
3. 1966-67	3. ____	
4. 1967-68	4. ____	
5. 1968-69	5. ____	
6. 1969-70	6. ____	
7. 1970-71	7. ____	
8. 1971-72	8. ____	
9. 1972-73	9. ____	
10. 1973-74	10. ____	
11. 1974-75	11. ____	
6. If you are working toward a degree, what is your expected completion date?		
1. 1974-75	1. ____	
2. 1975-76	2. ____	
3. 1976-77	3. ____	
4. 1977-78	4. ____	
5. 1978-79	5. ____	
7. Would additional evening or week-end classes speed up your expected completion date?		
1. Yes	1. ____	
2. No	2. ____	
8. What additional classes would you like to see The University of Alabama offer in the evening?		
1. _____	1. ____	
2. _____	2. ____	
3. _____	3. ____	
9. Are you enrolled in a special program for part-time students or are you taking a reduced load for other reasons?		
1. Enrolled in a special program	1. ____	
2. Taking a reduced load	2. ____	

	Answer Column	For Data Analysis Only
10. Why are you taking a part-time load?		
1. Work obligations	1. _____	
2. Family obligations	2. _____	
3. To pace myself	3. _____	
4. Physical handicap	4. _____	
5. Financial obligations . . .	5. _____	
11. Have you ever met with a University counselor from The University Counseling Center?		
1. Yes.	1. _____	
2. No	2. _____	
If your answer to this question is no, go on to question 13.		
12. In general, would you describe your experiences with the counselor(s) as:		
1. Very good	1. _____	
2. Good	2. _____	
3. Satisfactory	3. _____	
4. Bad	4. _____	
5. Very bad	5. _____	
13. Have you been advised on classes, programs or schedules?		
1. Yes	1. _____	
2. No	2. _____	
If your answer to this question is no, go on to question 15.		
14. In your opinion how well did the advice you received prepare you for this educational experience?		
1. Very well	1. _____	
2. Well	2. _____	
3. Satisfactory	3. _____	
4. Poor	4. _____	
5. Very poorly	5. _____	

	Answer Column	For Data Analysis Only
15. In your opinion, do you feel that The University should offer financial aid to part-time students?		
1. Yes	1. _____	
2. No	2. _____	
16. The following is a list of things that keep people from continuing their education. In your opinion, which of these apply to you?		
1. Courses are not oriented to my needs and interests . . .	1. _____	
2. Courses I want aren't scheduled when I can attend	2. _____	
3. No transportation	3. _____	
4. Courses I want don't seem to be available	4. _____	
5. Cost (tuition only)	5. _____	
6. Cost (including books, transportation, child care, etc.)	6. _____	
17. Did you have any trouble getting admitted to The University?		
1. Yes	1. _____	
2. No	2. _____	
18. Have you had any difficulties in getting registered for a class?		
1. Yes	1. _____	
2. No	2. _____	
19. If your answer to the above question is yes, specify the nature of difficulty.		
1. Frequent out of town travel associated with job	1. _____	
2. Courses aren't scheduled when I can attend	2. _____	
3. Too much red tape in getting enrolled	3. _____	
4. Other (please specify) _____	4. _____	

	Answer Column	For Data Analysis Only
20. Do you have any complaints about the way you have been treated as a part-time student?		
1. Yes	1. _____	
2. No	2. _____	
21. If your answer to the above question is yes, specify the type of treatment you have received.		
1. No interest has been shown toward me by other students	1. _____	
2. No interst has been shown toward me by instructors	2. _____	
3. No financial assistance . .	3. _____	
4. Instructors have been unfair with class assignments	4. _____	
5. Instructors have been unfair in assigning grades	5. _____	
6. Others (please specify) _____ _____	6. _____	
22. Finally, to end on a positive note, rank the three most beneficial things about your part-time study at The University of Alabama.		
1. Instructors have been helpful	1. _____	
2. The learning environment has been satisfying	2. _____	
3. Meeting new people	3. _____	
4. The acquisition of knowledge	4. _____	
5. Being able to further my education	5. _____	
6. Being able to upgrade my skills	6. _____	
7. Others (please specify) _____ _____	7. _____	

Appendix B

ABSTRACT

A SURVEY OF ADULT AND PART-TIME STUDENTS

at

THE UNIVERSITY OF ALABAMA

Alice W. Jones and Thomas J. Diener

The purpose of this study is to identify characteristics of adult and part-time students at The University of Alabama and draw inferences from these attributes. Commissioned by Dr. David Mathews, President of The University of Alabama, and implemented with the guidance of The University Committee on Adult and Part-time Students, this study was conducted by the Institute of Higher Education Research and Services. It was initiated in October 1974 and completed in the summer of 1975. Seventy (70) respondents participated in the study.

This study revealed that most of the adult and part-time students responding to the survey were reasonably satisfied with the services and programs at The University of Alabama. According to this sample, the needs of the currently enrolled adult and part-time students were not being met entirely because of the lack of night-time and weekend classes, particularly of the core courses. Most of these students plan to complete their degrees. Under the present arrangement of classes, most will attend the University over a span of time exceeding four (4) years. The majority of the students were male with work and family obligations and in need of financial assistance. Over one-half of the students indicated that the University should provide some financial assistance to them. Counselors were not being used effectively by these adult and part-time students. Therefore, counselors should be more visible and responsive to the unique needs of adult and part-time students.